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ABSTRACT

Previous studies indicate significant behavior and social/emotional differences between divorced and intact family children in favor of the latter group. Sex and age of the children appear to yield different responses to the stress of divorce. This study expands previous studies by: (1) focusing on a rural population; (2) examining the effect of school and family orientation variables; and (3) focusing on the child's creativity. Specifically, the study compared single- and two-parent family children on 13 classroom behaviors, perception of school support, attitude toward school, three divergent thinking abilities, five creativity characteristics (origence, interests, imagination, independence, and creative initiative/involvement). The subjects were 116 third, fourth, and fifth graders from seven rural public school districts in Central New York State. Tests used were the Devereux Elementary School Behavior Rating Scale, the Group Inventory for Finding Creative Talent, the Revised Art Scale, the Quality of School Life Scale, the School Support Questionnaire, and the Family Environment Scale. Some of the findings concerning children from single parent families were: (1) behavioral difficulties at the fourth grade; (2) better imagination and higher family emphasis on achievement at the third grade; and (3) more adjustment problems for boys. This paper contains 28 references and 4 tables. (KS)

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Marital Status and Child Outcomes in a Rural School Population

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Marital Status and Child Outcomes in a Rural School Population

For more than a decade, the impact of divorce and parental separation on children has been a concern for educators. Cause for this heightened awareness can be readily inferred from statistics denoting the incidence of children who have experienced divorce or parental separation. In an early report, Glick (1979) projected that by 1990, approximately a third of the children in this country would experience parental divorce/separation before reaching 18 years of age. Recent demographics clearly reveal the sharp increase in the number of children living with a divorced or legally separated parent. Between 1970 and 1980, the proportion of children under age 18 living with one parent increased from 11.9 percent to 19.7 percent. Between 1980 and 1986, the figure climbed to 23.5 percent (U.S. Bureau of the Census, 1986). Thus, within a 16 year period, the number of children living with one parent doubled.

The incidence of divorce and separation among rural populations has risen, gradually dispelling the longstanding stereotypes of rural life and rural families characterized by tranquility and stability. To the contrary, rural families are far from sheltered from marital stress and dissolution. For example, two central New York State rural counties (Cortland and Tompkins) represented in the present study evidenced a rising trend of disrupted marriages from 13.8 percent in 1950 to 21.8 percent in 1980 (U.S. Census, 1980). In a nationwide study (referred to as the NASP-KSU Study) of divorce effects on children (Guidubaldi & Cleminshaw, 1985), 31 percent of the random sample were divorced-family children residing in rural

regions. This percentage exemplfied the conspicuous presence of divorced-family children in rural areas at the time of the study in 1981. Actually, the 31 percent figure likely underrepresented the number of children exposed to parental separation in rural America, since the NASP-KSU study confined the cause of single-parent family structures to divorce.

Related to this issue of marital disruption among rural populations are studies of stress and its sources among farm and nonfarm families (Berkowitz & Perkins, 1984; Coward & Jackson, 1983). Hedlund and Berkowitz (1979) found that in their sample of New York State farm families, 30 percent reported marital stress. In other studies (Hedlund, Berkowitz, & Bennett, 1979), the importance of focusing on rural children is apparent in the descriptions of unique farm family characteristics. They suggest that the stress level may be higher and the effects of separation more pronounced among rural children than urban children. Fewer support services and relative isolation in rural areas may contribute to these effects.

There is sufficient evidence to indicate that the separation experience is stressful and has a significant effect on both parents and children (Grant, Gerst, & Yager, 1976; Coddington, 1972; Gersten, Langner, Eisenberg, & Orzek, 1974). There is also a general consensus among three major longitudinal studies that divorce has a negative impact on children for a period of time.

In a comprehensive study involving a sample of 48 divorced and 48 intact middle-class families and their preschool-aged children, Hetherington, Cox, and Cox (1978, 1979a, 1979b, 1982) found that during the first year following divorce, both parents and children responded

negatively to divorce. Parenting skills declined and parents interacted less with their children. Children displayed higher levels of disobedience, aggression, demanding, and dependent behavior. At the 2-year follow-up, most of the debilitating behavioral and emotional effects were abated, although non-divorced family children scored significantly higher than divorced-family children on performance IQ.

A nationwide study (Guidubaldi, Perry, & Nastasi, 1987) revealed significant differences between divorced and intact family children, in favor of the latter group. Briefly, children from divorced families performed less well on several measures of behavioral and social-emotional functioning. Consistent with results from other studies, the NASP/KSU study revealed that divorce had a greater impact on boys concurrently and longitudinally. Whereas divorce effects diminished considerably for girls as the separation period increased, boys continued to show adjustment difficulties. With respect to cognitive effects, intact-family children scored higher on WISC-R full scale IQ and achievement indices (i.e. teachers rating of academic performance, WRAT scores). However, with income controlled, academic achievement effects were eliminated, suggesting the powerful impact of income or related effects of income on children's academic performances.

Results of the Wallerstein and Kelly (1980) study suggest that children of divorce respond differentially by age level. Initial findings revealed that (a) young preschoolers (2 1/2 - 3 1/4 years) evidenced regressive behaviors; (b) middle preschoolers (3 3/4 - 4 3/4) were irritable, bewildered, self-blaming, and aggressive; (c) older preschoolers (5 - 6 years) displayed aggressive behavior and anxiety; (d) younger

latency-aged children (7-8 years) responded with grieving, anger, sadness, fantasies of reconcilation, and loyalty to both parents; (e) older latency-aged children (9-10 years) demonstrated feelings of shame, anger, loss, rejection, and helplessness; and (f) adolescents (11 years and older) displayed worry, anxiety about marriage, withdrawal, and embarrassment.

To summarize, it would appear that age and sex of the child are important factors to consider in children's reactions to divorce and/or parental separation. Further, differences between divorced- and intact-family children seem to be more apparent in the behavioral and social-emotional realms. Cognitive effects of parental separation/divorce are less clear, given the inconsistencies in findings across studies and restricted scope of cognitive abilities studied.

Previous studies have examined divorce effects on primarily geographically-mixed groups and middle-class suburban groups. Results have been useful in formulating intervention strategies for children of divorce. However, few studies have considered school-related factors despite recognition of the school as a stabilizing influence in the lives of many single-parent children. It seems important to consider children's feelings about school, particularly if the school environment may be the best and only source of support for some single-parent children. Creative abilities and characteristics have also received little attention in the literature. Yet, there is some evidence to suggest that these abilities and characteristics may respond differently (in comparison with other cognitive abilities and characteristics) under single-parent family conditions (Albert 1971, Cornelius & Yawkey, 1986; Wallerstein & Kelly, 1980). Home environment factors (i.e. relationship variables, home routines, parenting

styles, etc.) have been studied in recent years in hopes of identifying factors that mediate children's post-divorce adjustment. Since parental separation triggers a process characterized by stress and change, it is important to continue to focus on the dynamics of the single-parent family to unravel the complexities inherent in this process.

Accordingly, this study extends previous research with 1) a select focus on a rural population and, 2) examination of the effect of school, and family orientation variables, and 3) a focus on the child's creativity. Specifically, single- and two-parent family children were compared on 13 classroom behaviors, perception of school support, attitude toward school, three divergent thinking abilities, four creativity characteristics (origence, interests, imagination, independence, and creative initiative/involvement), and four family orientations (achievement, active-recreational, intellectual-cultural, and independence).

Method

Subject Identification and Selection

Children were sampled from 65 elementary classes in seven rural public school districts located in Central New York State. The eligibility criteria for rural classification included an enrollment of less than 2000 students and a density requirement of fewer than 15 students per square mile.

Parental permission forms were sent home with all children in grades 3, 4, and 5. Forty percent of the 1484 families contacted responded favorably. The response rate varied by grade level, with the highest from

third grade (47 %) and the lowest from fifth grade (34%). From the group of consenting respondents, all single-parent children residing in the custody of their mothers and an equal number of two-parent family children were included. All two-parent family children were residing with both their natural parents. Since random selection was not feasible, the two groups of children were matched on grade, sex, family income, and first grade reading achievement level. Information for the matching variables was obtained from school cumulative folders and a demographic sheet accompanying the parent permission form. Approximately equal numbers of boys and girls were included in both groups.

Sample Characteristics

The final sample was comprised of 58 single-parent children and an equal number of children from two-parent families. There were 21 children in each marital status group at both the third and fourth grade levels. At grade level five, sixteen pairs of children participated in the study. The average length of time since parental separation for the single-parent children was 2 to 4 years at each grade level.

As reported in Table 1, most of the parents of these children had a high school education level. There were differences in employment status between the single- and two-parent family mothers, which was likely attributed to the matching procedure. The majority (76.3%) of single-parent family mothers worked more than 20 hours per week, whereas slightly less than half (41%) of the two-parent family mothers worked full-time. Matching on income level resulted in fewer than normal dual-earner families represented in the two-parent group. The majority of single- and two-

parent families reported annual income levels ranging from less than $10,000 to $20,000.

Procedure

Data gathering sessions were conducted in the public schools with groups ranging from four to six children. Teachers' ratings of children's classroom behaviors were obtained using the Devereux Elementary School Behavior Rating Scale II (DESB-II). This instrument measures 13 behaviors important for successful school performances.

The children completed three measures assessing divergent thinking and characteristics associated with creativity. Fluency, flexibility, and originality of thought were measured through responses to an auditory, free-response exercise in divergent thinking (Jaquish & Ripple, 1981). The Group Inventory for Finding Creative Talent (GIFT) served as one measure for assessing characteristics associated with creativity. Reliability and validity data support the use of this instrument for the identification of children with characteristics of creativity (Rimm & Davis, 1980). Three scores were obtained for independence, imaginativeness, and interests. The Revised Art Scale (Welsh, 1980) was administered to all subjects and scored for origence. This has been conceptually defined as a personality dimension extending from preference for the unstructured and implicit to the structured and explicit. Evidence for the validity and reliability of the Revised Art Scale as a measure of origence is provided by Welsh (1975, 1977). Teachers rated children's creativity using the Creative Initiative/Involvement factor of the DESB-II.

Children in grades 4 and 5 also completed the Quality of School Life Scale, which measures children's attitudes toward school. The psychometric properties of this instrument have been reported elsewhere (Epstein & McPartland, 1976). The School Support Questionnaire was used to measure children's perceptions of the supportiveness of the school environment. This instrument was designed for purposes of the study and was administered to all children. A Cronbach Alpha coefficient of .74 was obtained for the pilot sample.

Four family orientations were measured with the Family Environment Scale (Moos, 1981): achievement, active-recreational, intellectual-cultural, and independence. These family orientations assess the extent to which activities are cast into an achievement-oriented or competitive framework; the extent of participation in social and recreational activities; the degree of interest in political, social, intellectual, and cultural activities; and the extent to which family members are assertive and self-sufficient. The Family Environment Scale was completed by the parents of the participant children.

Results

Since age has proven to be an important variable in children's reactions to divorce, comparisons of single- and two-parent family children were made by grade level using a series of paired sample t-tests. This approach permitted a more precise examination of group differences on the following variables: classroom behaviors, attitude toward school, perception of school support, and family orientations. Paired sample

analyses were also performed to examine family structure differences within grade-sex groups.

Group Difference Findings

Grade 3. There were no significant differences between third grade single- and two-parent groups on the 13 classroom behaviors (Table 2). However, significant group differences were found on the family achievement orientation and imagination (creativity) variables, with single-parent children receiving more positive scores. Comparisons among the two groups of children on the remaining three family orientations, creativity variables, and school affect variables indicated comparable scores for this sample.

Grade 4. At the fourth grade level, consistent differences were observed between single- and two-parent family children on the behavioral criteria (Table 3). Single-parent family children performed less well on 8 of the 13 Devereux classroom behaviors. They needed more work direction, were less well-organized in their work, and had higher levels of failure anxiety, impatience, and confusion. Single-parent family children demonstrated more irrelevant thinking and talking in the classroom, less peer cooperation, and were less persevering. Significant group differences were also found on three of the four family orientations. Single-parent mothers placed more emphasis on achievement, independence, and intellectual-cultural interests and pursuits than the two-parent families. While the groups of children did not differ on the divergent thinking components or GIFT characteristics, single-parent children were

significantly higher on origence and teacher ratings of creative initiative/involvement.

Grade 5. As shown in Table 4, only two significant differences were found at the fifth grade level. Single-parent children were rated as more persevering and received significantly higher scores on origence. Again, as with the other grade levels, no differences were found on the school affect variables.

Family Structure Differences by Grade-Sex Category

Further analyses revealed differences between single- and two-parent family males. However, these results should be interpreted with caution given the small sample sizes for the grade-sex groups.

At grade 3, single-parent family boys were rated by teachers as more socially withdrawn. The single-parent mothers of these boys also reported more emphasis placed at home on achievement, whereas the two-parent family placed more emphasis on recreational involvement.

Significant differences between single- and two-parent family boys were found at the fourth grade level on four behavioral variables. Single-parent family boys exhibited more failure anxiety, impatience, and blame. They were also rated less favorably on work organization.

At the fifth grade level, single-parent family boys were rated as more impatient and more persevering.

The only differences involving girls appeared at the fourth grade level. Two-parent family girls were rated significantly higher on work organization and creative initiative/ involvement.

Discussion

Results from this study of parental separation effects on rural school children generally support conclusions drawn from previous research concerning behavioral adjustment. Similar to previous studies, the findings indicate that single-parent family children perform less well on measures of behavioral functioning. However, this finding was evident only at the fourth grade level, where single-parent children were rated more negatively on 8 of the 13 classroom behaviors. At the third grade level, there were no behavioral differences between the two groups of children. By grade level five, only one behavioral difference was observed, in favor of the single-parent group.

To understand these findings requires more detailed analyses of potential mediators of behavioral adjustment for both family structure groups at each grade level. It is reasonable to speculate that the curricular changes which typically occur between the third and fourth grades may amplify behavioral interferences to learning for latency-aged children who are within a 0-4 year separation duration period. Increased demands placed on children as they proceed to the fourth grade may overtax their coping resources to deal with already existing demands of growing up in a single-parent home. Since several negative behaviors surfaced at this grade level, it is important that educators be particularly sensitive to the demands they place on single-parent children as they make the transition from third to fourth grade. The impatience, irrelevant talk, and externalizing behavior may be symptomatic of the additional influence of a more demanding work load, or anxiety about new subject matter content

(i.e. Social Studies, Science). If educators assume a preventative rather than a reactive stance, these behavioral difficulties might be avoided. For example, findings from this study would suggest that attention be given to children's organizational skills, academic self-concepts, and on-task behavior. Incorporating organizational, study skills, and affective instructional components into the existing curriculum can help children develop better work skills, minimize their confusion, and eliminate the need for constant work direction and reactive behavioral intervention. Peer tutoring and academic activities involving small groups of compatible children may alleviate failure anxiety, enhance self-concept, and improve peer relations. Teachers might find sociometric techniques helpful in identifying promising peer networks.

This research also revealed significant differences between single-and two-parent children on imagination at the third grade level. Cornelius and Yawkey (1986) found similar results with their sample of preschool children and suggested that single-parent family structures may be associated with additional types and quality of creative behaviors. Results from this study would not support this hypothesis for an older elementary-aged sample, since no differences were found on the divergent thinking components. However, the finding that different creativity characteristics were significant at each grade level would imply that family structure and age interact in some way to influence creativity development. Perhaps younger children use imagination as a cognitive coping strategy, since only single-parent third grade children in this study were significantly higher on this creativity characteristic. It is interesting to note that at the fourth grade level where the negative behaviors were most evident, single-

parent children also showed a personality preference for nonstructure (origence) and were rated lower by their teachers on the creative initiative/involvement factor. Perhaps higher expectations at the fourth grade level impose more structure on children, elevate their anxiety, and foster a resistance expressed in less desirable behavior. It will be recalled that at the fourth grade level, single-parent children continued to show a stonger preference for less structure. If the preference for less structure is related to behavioral functioning, then at the fifth grade level this personality preference must be channeled in other ways because behavioral effects disappear. These explanations are speculative and require further investigation with a more objective measure of preference for nonstructure. Generally, it would appear that further research is needed to explore how single-parent children's personality and cognitive characteristics are related to family environmental conditions. Other studies have found that children's cognitive skills moderate divorce adjustment. For example, children who view consequences as within their locus of control have been found to be more likely to accomplish a positive divorce adjustment (Kurdek & Berg, 1983).

No significant group differences were found on children's perceptions of school support or their attitudes toward school. These results should not be misconstrued to mean that the supportiveness of the school environment or children's attitudes toward school are not important. Several researchers have suggested that the school may represent the most stabilizing influence in the lives of single-parent children (Cantrell, 1986; Ourth & Zakariya, 1982; Wallerstein & Kelly, 1980).

Significant differences in family orientations were found at the third and fourth grade levels. At grade 3, single-parent mothers reported more emphasis on achievement. At grade 4, they reported stronger independence, achievement, and intellectual-cultural orientations. Perhaps the more negative behaviors observed at this level motivates single-parent mothers to emphasize these areas at home. Alternatively, the significant differences found on these three family orientations favoring single-parent children may reflect an overcompensation or defensive posture in response to the behavioral concerns at this grade level.

Results from this study are in agreement with previous reports of differential sex effects. However, the findings concerning sex differences are more tentative due to the small sample sizes represented in the grade-sex groups and thus, should be interpreted more cautiously.

Parental separation appears to have a more significant effect on boys, particularly at the fourth grade level. Other studies reporting similar results have recommended that noncustodial parent contact and parenting styles are particularly important for divorced-family boys adjustment. For example, based on findings relating authoritarian child-rearing style to poorer adjustment in boys, Guidubaldi et al. (1986) has cautioned single parents against the use of authoritarian approaches. Specifically, "requiring obedience" was the most powerful predictor of maladjustment for first grade males and "rejecting the child for misbehavior" was the most powerful predictor of maladjustment for fifth grade males. Another finding revealed that parenting support from the noncustodial parent (typically the father) was an important correlate of adjustment in divorced-family male children. Thus, parenting support from the non-custodial parent and more

fair disciplinary practices would appear to facilitate boys behavioral adjustment. Since schools are limited in their ability to help single-parent mothers secure noncustodial parental support, it may be a more appropriate and worthwhile endeavor to offer parenting skills workshops and support groups for rural single parents.

For teachers, inservice training (Guidubaldi, et al., 1988) can serve to 1) provide information about divorce/parental separation effects, including differential sex effects 2) help educators explore their own feelings about changing families and their feelings concerning the role of the school with respect to children of separated parents, and 3) assist teachers in establishing more effective, nonthreatening communications with single-parents in rural areas who may be experiencing even more isolation and are overburdened with parenting responsibilities. Consistency in disciplinary practices, expectations, and support at home and school can help alleviate single-parent mothers childrearing struggles and minimize behavioral difficulties, especially at the fourth grade level.

It should be remembered that the results of this study are generalizable only to similar populations. Continuing analyses with this research data base will examine potential mediators of single- and two-parent children's behavioral functioning. Further research is recommended to examine the effects of parental separation in a rural context using larger samples and both quantitative and qualitative methods of inquiry. Consideration of the age of the child at the time of parental separation as well as the duration of the separation will improve our understanding of divorce and parental separation effects for any population.

To develop strategies that will help rural educators respond to the needs of both single- and two-parent children and their families, one focus of future research should be school environment factors (i.e. availability of after-school care programs for children, nonathletic extracurricular activities available to all children, transportation services to and from after-school activities, resource personnel, etc.) that may influence children's adjustment.

Table 1

Description of the Sample

Characteristic	Family Type: Single Parent (n=58)	Family Type: Two Parent (n=58)
Mothers Employment		
Does Not Work	13 (22.0)	27 (46.6)
Works < 20 Hours	1 (1.7)	7 (12.1)
Works > 20 Hours	45 (76.3)	24 (41.4)
Mothers Education		
Less Than High School	9 (15.3)	8 (13.8)
High School Diploma	32 (54.2)	29 (50.0)
Some College	8 (13.6)	12 (20.7)
Associate Degree	6 (10.2)	7 (12.1)
Bachelor Degree	3 (5.1)	2 (3.4)
Graduate Degree	1 (1.7)	0 (0.0)
Fathers Employment		
Does Not Work	--	18 (31.0)
Works < 20 Hours	--	2 (3.4)
Works > 20 Hours	--	38 (65.5)
Annual Income		
Less than $10,000	22 (37.3)	21 (36.2)
$10,000 to $20,000	28 (47.5)	23 (39.7)
$20,000 to $30,000	7 (11.9)	11 (19.0)
$30,000 to $40,000	1 (1.7)	2 (3.4)
Over $40,000	1 (1.7)	1 (1.7)

Note: Values enclosed in parentheses indicate percentages

Table 2

Mean Scores for Child and Family Variables by Family Type (Grade 3)

Variable	Single-Parent	Two-Parent	t
BEHAVIOR			
Work Organization	17.67	17.95	0.19
Positive Toward Teacher	16.71	17.38	0.49
Need for Work Direction	8.19	7.81	0.26
Socially Withdrawn	8.86	7.71	1.50
Failure Anxiety	8.76	8.76	0.00
Impatience	12.19	12.33	0.15
Irrelevent Thinking/Talk	8.71	7.67	1.03
Blaming	7.62	6.43	1.26
Negative/Aggressive	6.43	6.43	0.00
Perseverance	7.76	7.71	0.07
Peer Cooperation	9.62	9.90	0.41
Confusion	8.90	7.76	0.92
Inattention	10.90	9.95	0.68
CREATIVITY			
Fluency	19.29	17.00	1.06
Flexibility	12.95	11.86	1.24
Originality	4.19	3.76	0.55
Origence	29.86	27.76	0.64
Interests	7.43	7.43	0.00
Independence	6.43	5.81	0.79
Imagination	6.48	5.29	2.85**
Creative Initiative/Involvement	14.81	14.00	0.81
SCHOOL AFFECT			
School Attitude	n.a	n.a	n.a
Perception of School Support	14.33	16.33	1.53
FAMILY ORIENTATION			
Independence	49.95	48.52	0.27
Achievement	59.52	51.19	3.11**
Intellectual-Cultural	49.52	47.52	0.64
Active-Recreational	45.86	50.19	1.84

*$p < .05$, **$p < .01$

Table 3

Mean Scores for Child and Family Variables by Family Type (Grade 4)

Variable	Single-Parent	Two-Parent	t
BEHAVIOR			
Work Organization	15.71	19.71	3.57**
Positive Toward Teacher	16.90	16.05	0.70
Need for Work Direction	9.19	7.14	2.16*
Socially Withdrawn	10.00	8.19	1.60
Failure Anxiety	10.14	7.81	2.11*
Impatience	13.57	10.48	2.64*
Irrelevent Thinking/Talk	9.24	7.05	2.38*
Blaming	7.90	5.95	1.82
Negative/Aggressive	7.43	5.48	1.67
Perseverance	7.43	9.19	2.49*
Peer Cooperation	9.00	11.19	2.84**
Confusion	9.29	7.00	2.63*
Inattention	11.24	8.95	1.77
CREATIVITY			
Fluency	19.67	19.86	0.09
Flexibility	13.71	14.05	0.30
Originality	3.81	4.336	0.74
Origence	33.90	25.90	2.69**
Interests	8.05	8.33	0.43
Independence	6.19	6.67	0.61
Imagination	6.48	6.52	0.07
Creative Init/Involve	12.86	15.95	2.27*
SCHOOL AFFECT			
School Attitude	15.80	17.40	0.86
Perception of School Support	15.38	15.33	0.05
FAMILY ORIENTATION			
Independence	49.14	41.19	2.73**
Achievement	52.48	47.67	2.16*
Intellectual-Cultural	56.14	46.43	2.32*
Active-Recreational	47.48	51.10	1.10

*$p < .05$, **$p < .01$

Table 4

Mean Scores for Child and Family Variables by Family Type (Grade 5)

Age Group Variable	Single-Parent	Two-Parent	t
BEHAVIOR			
Work Organization	19.60	17.53	1.59
Positive Toward Teacher	12.93	13.60	0.82
Need for Work Direction	7.27	7.27	0.00
Socially Withdrawn	7.67	8.47	0.69
Failure Anxiety	7.93	8.87	0.75
Impatience	12.40	11.73	0.62
Irrelevent Thinking/Talk	6.20	7.20	1.03
Blaming	6.07	6.80	0.87
Negative/Aggressive	6.13	5.67	0.61
Perseverance	8.93	7.27	2.61*
Peer Cooperation	9.73	9.33	0.61
Confusion	6.67	7.60	1.10
Inattention	9.40	9.53	0.11
CREATIVITY			
Fluency	17.63	18.25	0.32
Flexibility	13.00	13.75	0.67
Originality	3.63	4.19	0.53
Origence	38.25	29.44	3.01**
Interests	7.69	8.31	0.67
Independence	7.63	7.00	0.85
Imagination	5.63	5.69	0.14
Creative Init/Involve	12.53	12.93	0.28
SCHOOL AFFECT			
School Attitude	13.75	15.19	0.68
Perception of School Support	14.81	14.19	0.43
FAMILY ORIENTATION			
Independence	49.56	44.38	1.27
Achievement	53.31	54.94	0.53
Intellectual-Cultural	52.69	48.81	0.94
Active-Recreational	47.31	46.49	0.15

*$p < .05$, **$p < .01$

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October 17, 1988

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Dalva E. Hedlund
Associate Professor of
Counseling Psychology

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